


Human Resources Management Practices and the Effectiveness of School Management: Lessons for Leadership

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Abstract: *This paper reports the contribution of human resource management practices to the effectiveness of Senior High School Management. A quantitative research approach and a descriptive research design were adopted. A sample of 120 respondents were selected for the study using census survey and simple random sampling. A questionnaire was used to gather data from the respondents. The data were analysed using descriptive and inferential statistics. It was found that the factors that highly affect the smooth implementation of human resource management practices were adequate infrastructure, finance, effective leadership, quality staff, increased in students' population, effective training and collaboration. There was a positive and significant relationship between the effectiveness of school management and the implementation of human resource management practices. Therefore, there is the need for management to prioritise the use of resources and provide guidance for the staff in the respective schools.*

Keywords: Human Resource Practices, Effectiveness, School, Management, Senior High School

INTRODUCTION

The development of a country's economy, culture and community is driven by education. Education is linked to the training of young people so that they become good citizens and employees to improve the country's growth (Chukwumah & Ezeugbor, 2015). To ensure that

educational institutions deliver their primary mission, instructional leadership and management are essential characteristics that should be considered.

According to Shonubi (2012), management plan, execute, and measure, and these are on-going cyclical changes in schools. Thus, planning, organizing, leading, and controlling constitute part of human resource management processes. Therefore, development, communication, and accomplishment of the vision and mission of the school are among management's most important tasks. In order for preparation to be successful, goals and crucial contributions of the members must focus on collective rational thinking before executing tasks (Dunlosky *et al.*, 2013). Through effective planning, management can identify the needs of the school and determine the goals, objectives, and resources needed to achieve the vision of the school. Management organizes and assigns tasks that originate through the planning process to the required individuals for effective implementation.

The study of human resources management in education provides a theoretical and practical knowledge about the processes of getting employees, establishing good relationships with them, training and developing them, retaining and compensating them for effective school management. Hence, its important cannot be downplayed at all.

According to Afebia (2016), in developing countries like Ghana, insufficient and unattractive motivational packages, as well as other service conditions some employees receive in colleges, have precipitated these professionals to seek greener pastures elsewhere. Studies have revealed that highly motivated employees tend to engage more at work (Van Beek *et al.*, 2012). Van Beek *et al.*, observed that the driving force behind an individual engaging in any activity is motivation. This implies that motivation in the educational sector is essential and required for improving school effectiveness.

For example, Ibrahim and Abdalla (2017) noted that research on management contributions to effective school management constitute less than five percent in Ghana.

It is interesting to note that the human resource management practices have not received much priority in our Senior High Schools. Some of the works (Batola *et al.*, 2016; Boamah *et al.*, 2018; Paul & Toyin, 2017; Puni *et al.*, 2018; Velu *et al.*, 2017) conducted tend to concentrate on leadership style and motivation, and school performance, neglecting other human resource management practices. Batola *et al.* (2016) conducted a study on leadership and job satisfaction of teachers in the Techiman Municipality. It appears that these studies concentrated on leadership without taking into account the perceived relationship between human resource management practices and school effectiveness. In view of the country's crucial role in education, it is important that a study be conducted to examine how human resource management strategies influence school effectiveness in senior high schools.

OBJECTIVES OF THE STUDY

1. determine the factors that influence the smooth implementation of human resource management practices in the selected Senior High Schools.
2. examine the impact of human resource management practices on the effectiveness of school management of the selected Senior High Schools.

SIGNIFICANCE OF THE STUDY

This study is relevant to school management, the education sector, the government, and other stakeholders in the education arena.

To the school management, the study enlightens them on which specific area of their activities profoundly impacts on effective school management. This will assist management to appropriately distribute resources so that priority areas could be focused more to improve school management and performance as a whole.

This research is beneficial to the education sector since it provides empirical insights for School Heads to liaise with relevant stakeholders to recruit appropriate personnel with higher outputs for administrative positions to boost performance. This study provides management with the opportunity to reflect on the best practices in effective school management.

LITERATURE REVIEW

FACTORS THAT AFFECT EFFECTIVE SCHOOL HUMAN RESOURCE MANAGEMENT PRACTICES *INADEQUATE INFRASTRUCTURE*

Infrastructure consists of all school facilities and resources that support education and learning. The management of schools is becoming difficult because of lack of infrastructure (Ikgbusi & Iheanacho, 2016). They claim that there is an overwhelming shortage of facilities to support teaching and learning in a number of secondary schools. The inefficiency of teachers in their work was found to be attributable to lack of facilities for teaching and learning. This kind of situation has brought huge problems for school leaders over and over again.

Ikgbusi and Iheanacho (2016) began studying some of the challenges, which have a bearing on effective secondary school administration. Among other things, the study showed that many schools are understaffed and still face insufficient subject teachers. In addition to their official administrative duties, most heads of institutions are forced to teach such classes.

Dayelle (2013) notes that organizational facilities promote successful institutional work. Ahmad and Schroeder (2003) revealed that in most secondary schools, teaching and learning are conducted in an atmosphere, which is uncondusive. It is significant to note that uncondusive learning environment hampers the achievement of educational objectives. Osa-Apenteng (2012) notes that the availability of logistics and working materials are crucial in building trust in supervisors and employees. For this reason, Wachinga (2019) contends that lack of logistics can significantly impede or delay the work of the supervisors, as morale is likely to decline

INADEQUATE STAFFING

Usman (2016) states that staffing process is the selection, development and recompense of competent employees to achieve the objectives of the organization. He also indicated that the backbone of an organisation is human capital.

Akuh (2016) argued strongly that acute shortages of teachers can lead to poor teaching and learning, which seriously affects schools. A recommendation was that education systems be revitalized through research, training of the workforce and growth. Many researchers regard staffing as an essential part of any organizational functioning. Durand, Hawn and Ioannou (2019) argued that employee management is a strategy that a company uses to put the right individual at the right position. The success of secondary school administration, according to Ikgbusi and Iheanacho (2016), depends on the availability of teachers. This means that the progress of educational goals of schools is largely determined by the consistency and efficiency of the personnel. Iwu and Iwu (2017) recognized a number of problems in the Ebonyi State of Nigeria that militate against the successful management of schools in Afikpo South. The researchers emphasized that the provision of suitable and skilled teachers must be a conscious program of

government and heads of schools, because qualified and well-qualified teachers, will result in an increase of educational enrolment and the development of the community. Further workload may result in insufficient staffing. A study by Abdille (2012) showed that manager supervision influenced workload. Most managers stated that their workload has a greater influence on their job as their working success is judged on how well they are able to supervise the organisation.

Finance

One of the main obstacles to school management and administration, according to Igu, Ogba and Igwe (2014), is insufficient funding. We also emphasized that the degree to which effective educational programs are accomplished is primarily dependent on the economic conditions that sustain the program. Inadequate funding also leads to large classes for teachers, limited libraries, scarce learning resources, low-cost construction, and weak trained teachers.

Kotler and Keller (2012) claimed that there are not enough resources to support schools. The lack of adequacy puts enormous pressure on school administrators as the Heads of schools exploit their funding to achieve the full success, as pointed out by Ikgbusi and Iheanacho (2016). Kotler and Keller (2012) added that the challenge for a nation with a large population is financing public education.

EFFECTIVE EMPLOYEE RELATIONSHIP

Jolly (2014) reported that teachers and non-teaching staff are the principal enforcers of effective school rules. Therefore, their engagement and support are essential for effective school management. A strong collaboration between school leaders and teachers would lead to increased job efficiency for teachers, discipline and improved relationships between schools and communities (Okeke *et al*, 2016).

Teachers should be given the opportunity to meet the head of the school and express their grievances so that they can receive the necessary support. It is important to note that the level of engagement of management with staff in the school is a determinant of productivity improvement.

In order to achieve the set targets, the head of the school acts as the in-charge for both the administration and control of resources in the school (Okeke *et al*, 2016). For Okeke *et al*, in promoting quality teaching and learning, schools must see themselves as open networks deriving their resources from a network of relationships, including those in the communities. The study goes on to emphasize that good community partnership allows the school to attract qualified and talented educators from the community to the school. After all, learners are released to their immediate communities as products after graduation. Anderson and Walker (2015) suggest that when there is a positive partnership between the school and the community, it becomes possible for the community to absorb the graduate, knowing fully well that they have followed the learning programme.

THE IMPACT OF MANAGEMENT PRACTICES ON SCHOOL MANAGEMENT

Odongo and Datche (2015) determined the impact of human resource management practices activities on organizational growth. The descriptive research design was used to distribute and complete questionnaires with different top management teams, department leaders, middle level managers and employees. Kenya Medical and Research Institute Management was the focus population in this research. Two hundred workers were the target population. The sample size of 50 people was drawn using a stratified sampling technique. The results of the study showed that management strategies are effective to growth if they are well applied in the organisation. Human resource management practices were appropriate, fair and necessary for the company's

growth. It further indicated the existence of human resources management practices at KEMRI enabled the company to assess its activities by defining its long-term goals, targets, monitoring and allocation of resources, thereby improving the growth of the firm.

Do *et al*, (2015) studied management practice in growth-oriented small firms . A sample size of 204 respondents who were managers of SMEs were used for the study. The findings of the study showed that companies with formal business plans were found to have a higher likelihood of developing stronger network relationships, structured quality control, and the capacity to drive change among employees. The study indicated a positive and significant relationship between management commitment to the implementation of human resource management practices and growth of the firm.

RESEARCH METHODOLOGY

STUDY TYPE AND DESIGN

This analysis is focused on the quantitative approach. This paper takes a positivist stance, arguing that scientific knowledge is backed by evidence. The positivist paradigm, according to Pathirage , *et al* (2005), is based on research that demands objective assessment and prediction for its epistemological perspective.

RESEARCH INSTRUMENT

Questionnaire was used to gather data for the study, and it makes sense to take a positivist approach to the phenomena being examined. The questionnaire contains relevant questions for this study. As a structured instrument, its development was supported by literature to target the research questions. Two sets of inquiries were designed; one set for the schools' staff and another set for the management. The management questionnaire was sectioned into three parts. Section "A" of the questionnaire included the respondents' demographic attributes. Section "B" of the survey determined the human resource management practices in the schools; Section "C" meant to identify the factors that affect the smooth implementation of human resource management practices in the Municipality. Questionnaires for the staff were also sectioned into three parts. Section "A" of the questionnaire included the respondents' demographic attributes. Section "B" of the survey determined the perception of employees on the human resource management practices; Section "C" meant to examine the effectiveness of the school management within the Techiman Municipality.

POPULATION AND SAMPLE

In terms of study population, this paper included human resource management and staff of senior high schools in the Techiman Municipality. The Municipality has four (4) Senior High Schools, and all heads of the schools were considered for the study. In this study, Management includes the head of the school and assistants, the auditor, the counselling coordinator, the house masters/mistresses, and the senior housemasters/mistresses.

In this study, management includes the head of the school and assistants, the auditor, the council of coordinator, the house masters/mistresses, and the senior housemaster/mistress. The study population is indicated in Table 1.

Table 1
Population distribution of the schools

School	Staff	Management
School A	45	9
School B	34	8
School C	15	6
School D	22	7
TOTAL	116	30

(Source: Field Data, 2020)

$$n = \frac{N}{1 + N(e)^2} \dots \dots \dots (1)$$

Where **n** = **sample**, **N** = **pupolation size**, **e** = **error limit** or the critical value of the observation

Table 2
Study Sample

School	Staff	Management
School A	35	9
School B	26	8
School C	12	6
School D	17	7
TOTAL	90	30

Census survey was used to select all the school heads. The units of analysis were elected since they have better views about these Management practices. Hence, in considering the nature of the study, these participants will provide relevant data to aid the rationale for conducting the study. Thirty (30) management staff of the schools and ninety (90) teachers were selected using simple random sampling technique.

DATA ANALYSES

Factors that affect the smooth implementation of management practices (objective one) were assessed using the mean. analysis Multiple regression analysis was used to examine the impact of management practices on the effectiveness of school management . The results were presented in the form of tables and figures.

RESULTS

Means and correlation analysis were adopted for the analysis. The Five-point Likert scale was used because it is easy to learn and apply for both survey administrators and respondents. Higher-point scales need more time and effort to finish. Higher-point scales fit mobile device screens better. Respondents have options without getting overburdened. The fundamental advantage of Likert Scale questions is that they follow a standard way of data collection, making them simple to comprehend. The decision is that factors with means greater than 4 are considered to be high; those with means between 3 and 4 moderately affect the smooth implementation of human resource management practices; and those with means less than 3 are considered not to have any effect on the smooth implementation of human resource management practices.

Table 3

Factors that affect the smooth implementation of Human Resource Management Practices

	Mean	Std. Deviation
Adequate Infrastructure	4.1667	.33526
Adequate Staff	3.3333	1.64701
Finance	4.1667	.19578
Efficient Leadership	3.5000	1.22474
Quality Staff	3.2000	1.39951
Increased Students Population	3.5862	1.01831
Effective Training	3.6000	.96847
Collaboration	3.3000	1.29055

From the results in Table 3, adequate infrastructure (mean = 4.1667, standard deviation = 0.33526) finance (mean = 4.1667, standard deviation = 0.19578) seem to highly affect the smooth implementation of human resource management practices in the selected schools. Other factors such as adequate staff (mean = 3.333, standard deviation = 1.64701), effective leadership (mean = 3.500, standard deviation = 1.22474), quality staff (mean = 3.200, standard deviation = 1.39951) and increased in students' population (mean = 3.5862, standard deviation = 1.01831) were indicated to moderately affect the smooth implementation of human resource management practices. Likewise, effective training (mean = 3.600, standard deviation = 0.96847) and collaboration (mean = 3.300, standard deviation = 1.29055) were indicated to moderately affect the smooth implementation of human resource management practices).

Impact of Human Resource Management Practices on the Effectiveness of School Management

Table 4

Regression Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.744 ^a	.554	.533	.44844

a. Predictors: (Constant), Supervision Practices, Job Training Practices, Employee Motivation Practices, Employee Engagement Practices

b. Dependent Variable: Effective school management

The correlation coefficient of the model summary (indicated as R) was 0.744. This means that there is a positive correlation between the effective school management and human resource management practices (Supervision Practices, Job Training Practices, Employee Motivation Practices, and Employee Engagement Practices). The coefficient of determination (R squared) is 0.554, indicating that human resource management practices (Supervision Practices, Job Training Practices, Employee Motivation Practices, Employee Engagement Practices) accounted 55.4% of the cause of variation in effective school management of the selected institutions. The ANOVA table for the regression analysis is indicated in Table 5.

Table 5
ANOVA on Human Resource Management Practices and Effectiveness of school management

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	21.230	4	5.307	26.392	.000 ^b
Residual	17.094	85	.201		
Total	38.323	89			

- a. Dependent Variable: Effective school management
- b. Predictors: (Constant), Supervision Practices, Job Training Practices, Employee Motivation Practices, Employee Engagement Practices

The results indicate that the entire variables are significant (F-value = 26.392, sig. value = 0.000 < 0.05). The implication is that there is evidence that the regression model gives accurate predictions on the relationship between effective school management and human resource management practices (Supervision Practices, Job Training Practices, Employee Motivation Practices, Employee Engagement Practices).

The regression coefficient of the study is indicated in Table 6.

Table 6
Regression Coefficients of Management practices and Effectiveness of school management

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	.734	.287		2.562	.012
Job Training Practices	.204	.082	.220	2.476	.015
Motivation Practices	.142	.051	.130	2.784	.007
Engagement Practices	-.035	.111	-.034	-.318	.751
Supervision Practices	.060	.011	.552	5.404	.000

The model equation is given as: Effective School Management = 0.734 + 0.204 (Job Training Practices) + 0.142 (Employee Motivation Practices) + 0.060 (Supervision Practices) + ε.

The regression coefficients illustrated in Table 3.3 showed a constant of 0.734 which is significant at the 0.05 significance level (B = 0.734, p-value = 0.012 < 0.05). All the other variables except employee engagement practices showed a positive and significant relationship with effective school management. The study had job training practices (B-value = 0.204, p-value = 0.015 < 0.05), employee motivation practices (B = 0.142, p-value = 0.007 < 0.027) and supervision practices (B = 0.060, p-value = 0.000 < 0.05) positively and significantly predict effective school management.

DISCUSSION OF FINDINGS

FACTORS THAT INFLUENCE THE SMOOTH IMPLEMENTATION OF HUMAN RESOURCE MANAGEMENT PRACTICES IN THE SELECTED SENIOR HIGH SCHOOLS.

It was revealed that adequate infrastructure and finance highly affected the smooth implementation of human resource management practices in the selected schools. Other factors such as adequate staff, effective leadership, and quality staff, increased in students' population, effective training and collaboration moderately affected the smooth implementation of human resource management practices. This corroborates the study of Ikgbusi and Iheanacho (2016), that many schools are understaffed and often face insufficient subject teachers, in other words, in addition to their official administration duties, most principals are required to teach other classes. It was found that high levels of admissions put pressure on poor schools, while the general shortage of facilities also posed major challenges to effective management and control to school heads, teachers and students. It is argued that these may have negative effects on the academic and social life of students.

IMPACT OF HUMAN RESOURCE MANAGEMENT PRACTICES ON THE EFFECTIVENESS OF SCHOOL MANAGEMENT OF THE SELECTED SENIOR HIGH SCHOOLS.

It was revealed that there is a positive and significant relationship between effectiveness of school management and management practices. Wolf and Zwick (2008) assert that employee involvement raises the productivity of establishments. The implication here is that employee engagement is deemed as one of the most powerful measures of an institution's vigour towards competitive advantage and effectiveness.

This is also consistent with the findings of previous studies (Abdikadir, 2013; Bloom & Owens, 2013; Odongo and Datche, 2015; Rahman *et al*, 2011), that effective management enhance the aim and vision of institutions. The implication here is that effective coordination of human resource is a key dimension of school effectiveness and this determines the impact of human resource management practices activities on organizational growth. It was revealed that management practices, if well implemented in the organization, have significant impact on school effectiveness. The results of the study also indicated that there is a significant correlation between teachers training and school effectiveness. Judging from the above, we also agree with the position of Rahman *et al*, (2011) that there is statistically significant relationship between teachers training and school effectiveness.

CONCLUSION

The smooth implementation of human resource management practices was found to be moderately affected by adequate infrastructure and finance, adequate staff, effective leadership, quality staff, increased in students' population, effective training and collaboration. As it is evident that employees are a crucial resource, it is important to optimize the contribution of employees to the company aims and goals as a means of sustaining effective performance. The availability of logistics and materials for work is critical, in the sense that it creates confidence in supervisors and staff. Lack of resources can greatly hinder the work of supervisors or slow down the progress of work, as motivation is likely to dwindle. Lack of teachers can result in poor outcomes in teaching and learning, which may have negative effect on school management. This implies that proper

running of Senior High Schools determines the successful achievement of its staff quality, efficiency and educational objectives

There was positive significant relationship between the effectiveness of school management and the implementation of human resource management practices such that human resource management practices predict the effectiveness of school management. The implication is that educational administrators need the integration and organization of all physical, human, and educational capital to ensure school effectiveness. Besides this, it requires efficiency based on understanding, knowledge, and skill. To assist teachers, they should be availed to the opportunity for in-service training for career development, which is the initiative of management. It is significant that on-the-job training will enable teachers to renew their knowledge for effectiveness on their jobs and would allow teachers to be efficient and be appropriately utilised in the school system to fast track the achievement of the educational goals.

RECOMMENDATIONS

1. The study revealed that the main factors that affect the implementation of human resource management practices are inadequate infrastructure, lack of finance, ineffective leadership and lack of quality staff. It is recommended that the management of the schools take keen interest in liaising with relevant stakeholders for adequate infrastructure, adequate finance and quality of staff in the management of the schools.
2. The study found that human resource management practices predict the effectiveness of school management. There is, therefore, the need for schools in the Municipality to set realistic and clear objectives to keep employees reminded that management practices should be a priority.

LIMITATIONS AND SUGGESTIONS FOR FUTURE STUDIES

Although the study provided sufficient insights into the studied dimensions of human resource management practices and school effectiveness, there is a possibility of conventional methods variance given the fact that all the variables were taken from the same source (Techiman Municipality). Thus, longitudinal studies were likely to provide a better insight into the study.

Secondly, the researcher assumed that the findings could be limited by various cultural and international contexts. It was unclear if the results could be the same as the values of the participants in a present study could not accurately reflect the values of other regions with a different cultural environment. To understand many of the constructions used in this report, comparative studies across occupations, cultures and municipalities are needed.

It is suggested that future studies use qualitative and quantitative(mixed-methods) approach to establish a more participatory-oriented results. In a qualitative study, more probing questions could be asked to get the reason behind certain actions and inactions of the respondents.

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